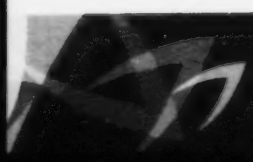
Specialist High Skills Major

Sector-Specific Guide

Health and Wellness

DRAFT 2007–2008



reach every student

Ontario

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A. Overview

The Specialist High Skills Majors (SHSM), launched in September 2006, are part of the Student Success Strategy initiative, which focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

The ministry has published the *Specialist High Skills Major Implementation Guide*, as well as sector-specific guides, like this one, for each of the SHSM economic sectors. Boards and schools are strongly encouraged to refer to the *SHSM Implementation Guide* along with the SHSM sector-specific guides when planning and implementing an SHSM.

This guide provides information about the five required components of the SHSM–Health and Wellness, sample pathways for the SHSM, examples of postsecondary programs in the sector, a list of resources, and profiles of the programs that were being offered in Ontario schools in 2007–08.

B. Advantages of Earning a Specialist High Skills Major (SHSM) in Health and Wellness

Kinesiologists, child care workers, audiologists, fitness instructors, doctors, nurses, physiotherapists, youth care workers, hospital porters, and medical technicians are just some of the numerous and varied occupations in the health and wellness sector.

In addition to its wide variety of careers, this sector is also significant for the number of workers it employs. According to *Canada's Health Care System*, published by Health Canada in 2005,* "approximately 1.6 million people work in health care and social services in Canada". This figure, according to the same publication, makes this sector "the nation's third largest employer after manufacturing and the retail trade".

The demand for health and wellness professionals will only increase. One reason is that a large number of employees in the sector is nearing retirement age. A survey conducted in 2002 found that "12% of the total number of [Ontario's] health care professionals ... are over the age of 55".† A second reason that the demand will rise is the increasing amount of health care that the aging baby boom generation will require.

The SHSM–Health and Wellness enables students to build a foundation of sector-focused knowledge and skills before graduating and entering a postsecondary destination, whether it be apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, the SHSM–Health and Wellness may be designed to have a particular focus – for example, on health care, fitness, or child care and family services.

Pursuing the Specialist High Skills Major–Health and Wellness enables students to:

- customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD;
- select a bundle of 9 required credits focused on sector-specific knowledge and skills that are:
  - valued by the health and wellness sector and postsecondary educational institutions;
  - designed to help prepare students for a postsecondary destination of their choice in this economic sector;
  - designed with the flexibility to allow students to shift between pathways (e.g., switch from a pathway leading to college to an apprenticeship pathway) or to discontinue the SHSM program should their career plans change in Grade 11 or 12;

* Published online, at www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/2005-hcs-sss/2005-hcs-sss_e.pdf.

† Survey carried out jointly by Ontario's District Health Councils and the Labour Partnership Unit of Human Resources Development Canada. Published online, at www.dhcarchives.com/protected/uploaded/publication/ProvincialFinding.pdf.

- provide evidence of achievement of the required components of the SHSM (e.g., sector-recognized certifications) for prospective employers and postsecondary educational institutions;
- explore, identify, and refine career goals and make informed decisions about their postsecondary options;
- take part in "reach ahead" experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps;
- develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and work habits assessed and documented, using tools connected with the Ontario Skills Passport;
- access resources, equipment, and expertise that may not be available in their secondary school.

C. Required Components for the SHSM–Health and Wellness

Required Components for the SHSM–Health and Wellness

1. a bundle of 9 Grade 11 and Grade 12 credits that includes:
   - i) 4 health and wellness major credits that provide sector-specific knowledge and skills;
   - ii) 3 other required credits from the Ontario curriculum, in English, mathematics, and science, in which some expectations are met through learning activities contextualized to the health and wellness sector;
   - iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practise sector-specific knowledge and skills
2. 7 sector-recognized certifications and/or training courses/programs (4 compulsory and a choice of 3 from a list of additional certifications and training courses/programs)
3. experiential learning opportunities within the sector
4. "reach ahead" experiences connected with the student's postsecondary pathway
5. development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

Students earning an SHSM receive an OSSD with the red SHSM seal, as well as an SHSM Record that documents the student's achievement of the required components.

The five required components for an SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

Local circumstances, such as facilities and equipment, staff qualifications, partnerships, and agreements, determine how the SHSM's required components can be offered to students. Depending on these circumstances, the components may be delivered in a secondary school, college, training centre, other approved site, or a combination of these delivery settings. See the *SHSM Implementation Guide* for more information on delivery models.

No substitutions for any of the five required components of an SHSM are permitted.

1. Bundled Credits

Each SHSM has a bundle of credits that consists of major credits, other required credits, and cooperative education credits. The bundle for the SHSM–Health and Wellness consists of:

i) 4 major credits;

ii) 3 other required credits;*

iii) 2 cooperative education credits.

The credits in the bundle prepare students for one of four postsecondary options – apprenticeship training, college, university, or the workplace.

i) Major credits

Each SHSM has four major credits that enable students to build a foundation of sector-focused knowledge and skills. The major credits may be:

- credits for Ontario curriculum courses;
- credits for ministry-approved locally developed courses (LDCs); or
- dual credits, which are subject to their own approval policies and procedures.

An SHSM can be designed to focus on a specific area within the given sector – for example, the SHSM–Health and Wellness can focus on health care, fitness, child care and family services, or some other area of health and wellness. This focus is achieved through the selection of the four major credits in the bundle. Depending on local circumstances, boards may elect to offer one or more variants of the SHSM in a given sector, each with a particular area of focus. Where a choice of focus areas is offered, students are required to select *one*.

ii) Other required credits

In addition to the major credits, each SHSM includes *other required credits* from the Ontario curriculum. (In the SHSM–Health and Wellness, the other required credits are in English, mathematics, and science.) These courses are delivered by the teachers of the required subjects, and involve the use of contextualized learning activities (CLAs), which enable students to connect their learning in these courses to their SHSM sector. CLAs are based on curriculum expectations from the required course. One or more CLAs, totalling a minimum of six hours in length, must be incorporated into each required course. (A CLA template is provided in Appendix A.)

iii) Cooperative education credits

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practise the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education linked to the major credits. (More than two credits are recommended, if the student's timetable permits.)

* SHSMs in other sectors may require 2 or 4 "other" credits. For details, see the other sector-specific guides.

Students may earn their minimum of two cooperative education credits in Grade 11 and/or Grade 12, as a single credit in each grade or a double credit in one grade. (Students in the university pathway, however, are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.) Depending on local circumstances, students may have to complete their cooperative education credits through continuing education, in the summer, or through virtual cooperative education. See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

Summary of the Required Credits in the Bundle for the SHSM–Health and Wellness

The 9 required credits in the bundle for the SHSM–Health and Wellness are identified in the table below. No substitutions for the credits in the bundle are allowed, and the credits must be at the specified grade level. School boards are required to submit for ministry approval their proposed pathway chart for each SHSM offered by their schools, indicating the credits in each bundle by pathway and, where applicable, by area of focus. Once a credit bundle is approved, the board may not change any of the credits in the bundle for that school year.

Required Credits in the Bundle for the SHSM–Health and Wellness

Credits	Apprenticeship Training		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Health and Wellness Major*	2	2	2	2	2	2	2	2
English		1		1		1		1
Mathematics	1			1		1	1	
Science	1		1		1		1	
Cooperative Education	2		2		2		2	
Total number of credits	9		9		9		9	

* Multiple credits in the Ontario technological education curriculum allow additional instructional time for the practice and refinement of skills needed to develop student performance to the levels required for certification, entry into apprenticeship programs, or participation in school–work transition programs (see *The Ontario Curriculum, Grades 11 and 12: Technological Education, 2000*, page 6).

A pathways chart is given on page 15, showing subjects and courses that students could take to explore the SHSM–Health and Wellness in Grades 9 and 10, and courses they would have to take in Grades 11 and 12 to complete this specialized program. Sample bundles of credits that would meet the requirements for the SHSM–Health and Wellness in three areas of focus – health care, fitness, and child care and family services – are provided on pages 16–18.

2. Sector-Recognized Certification and Training

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them

with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Certification and training courses/programs must:

- be delivered by a certified trainer – a person recognized by the certification provider or by the sector as an authority. (This requirement does not apply to WHMIS.);
- include an assessment and evaluation component;
- include, wherever possible, documentation such as a certificate or other proof of completion for the student's portfolio and the student's SHSM Record. The SHSM Record will indicate the title of each certification earned or training course/program completed, the number of hours involved, and the date the certification/training was completed.

The SHSM in health and wellness requires students to complete seven (7) sector-recognized certifications and/or training courses/programs. Of these, four (4) are compulsory and the remaining three (3) are to be chosen from the list in the following chart. These requirements are summarized below:

SHSM–Health and Wellness – Sector-Recognized Certification and Training

Four (4) compulsory			
Cardio-Pulmonary Resuscitation (CPR)	Standard First Aid	infection control	generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)
Three (3) from the list below			
ambulation, lifting, and transfers	babysitting	behaviour management	coaching/personal trainer
communication skills	conflict resolution	customer service	ethical considerations
feeding assistance	fitness	lab practices	leadership: group activities
medical terminology	non-violent crisis intervention	safe body mechanics	safe food handling
sterile techniques	suicide prevention	waste management	wilderness first aid

Note: Items that are capitalized are the *proper names* of specific certifications or training courses/programs that are appropriate for the SHSM. Items that are lowercased are names of the areas or categories within which specific certification or training courses/programs should be selected by the school or board.

Boards and schools may provide opportunities for students to complete additional training.

No substitutions for items in the above lists or changes in the *number* of required certifications and training courses/programs are permitted.

3. Experiential Learning

The SHSM experiential learning requirement consists of planned learning activities that take place outside the traditional classroom setting. Experiential learning, which can include job shadowing, job twinning, work experience, virtual work experience, and cooperative education (see Appendix B), enables students enrolled in the SHSM to find out about opportunities available to them in connection with the careers that interest them.

Experiential learning activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the Essential Skills and work habits required in the sector, and have their performance of those skills and habits assessed and documented, using tools connected with the Ontario Skills Passport. An experiential learning assignment or task could require students to identify examples of how the Essential Skills are applied in specific practitioner, administrative, and management occupations (e.g., nurse, health records technician, manager of home care services) in the health and wellness sector.

Experiential learning opportunities could include:

- one-on-one observation of a cooperative education student in a placement in the health and wellness sector (example of job twinning);
- a day-long observation of a health and wellness sector employer or employee (example of job shadowing);
- a one- or two-week work experience with a member of an industry association or a professional in the sector (example of work experience);
- a volunteer experience in a long-term care facility;
- an experience coaching an elementary school student in reading as part of a reading buddy program;
- assisting in an exercise class in a long-term care facility;
- attendance at a health and wellness sector career fair.

An experiential learning activity connected with the student's postsecondary pathway can be considered a "reach ahead" experience (see section 4, below). For example, job shadowing a personal support worker in a long-term care facility would be an experiential learning activity for all students in a Health and Wellness SHSM, but it could also be a "reach ahead" activity for a student considering a career as a personal support worker. Note, however, that the activity can be recorded *only once* on the student's SHSM Record – as either an experiential learning activity or a "reach ahead" experience. This restriction reflects the expectation, described earlier, that the student's SHSM program will offer a rich and varied range of experiential learning opportunities.

Experiential learning activities in the health and wellness sector may require a student to consent to a police records check.

Cooperative education is also a form of experiential learning. However, for the purposes of the SHSM program requirements and the student's SHSM Record, the two cooperative education credits must be counted as part of the SHSM bundled credit requirement.

Experiential learning placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment and a safe workplace. (*See Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000. Available online at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.)
- A placement must have Workplace Safety and Insurance Board coverage through the ministry or the workplace.(See Policy/Program Memorandum No. 76A, September 27, 2000; excerpted in Appendix B of the *SHSM Implementation Guide*.)

For more information consult *Live Safe! Work Smart! Appendix for Cooperative Education and Other Forms of Experiential Learning*, at www.livesafeworksmart.net/english/coop/coop_appdx.htm.

For a summary of the regulations governing age requirements for working in and/or visiting workplaces in Ontario, see Appendix C.

4. "Reach Ahead" Experiences

Students in the SHSM in health and wellness must have learning experiences connected with their postsecondary pathway. "Reach ahead" experiences can range from visiting a college to investigate the program a student is considering, to sitting in on university classes in a student's field of interest, to discussing the postsecondary education, training, and experiences of someone in the occupation a student is interested in. These experiences can vary in length – from a few hours to the time necessary for a full course. Examples include:

- *Workplace:* interviewing a porter at a local hospital
- *Apprenticeship training:* job shadowing an early childhood educator for a day
- *College:* monitoring classes, including one or more labs, in a medical technology program at a college
- *University:* observing a physiologist for a day
- *All pathways:* touring several departments (housekeeping, dietary) in a hospital or long-term care facility

Every "reach ahead" experience should have an assignment or task associated with it. For example, the assignment for a student considering a college pathway could be to interview a medical technologist or technician to discover details about his or her training, and to write a report summarizing the technician or technologist's answers.

5. Development of Essential Skills and Work Habits, and Use of the Ontario Skills Passport (OSP) for Purposes of Documentation

Human Resources and Social Development Canada (HRSDC) has identified and validated the Essential Skills that people need for life, learning, and work. Essential Skills are foundational skills that make it possible to learn technical skills and other job- or workplace-specific skills. They are skills that enable people to perform tasks required in their jobs and to participate fully in the workplace and in the community. These Essential Skills are transferable from school to work, job to job, and sector to sector. The Ministry of Education and the Ministry of Training, Colleges and Universities have developed the Ontario Skills Passport (OSP) on the basis of the HRSDC's Essential Skills. The OSP also incorporates work habits that are beneficial not only for work but also for life and learning. The skills and work habits included in the OSP are as follows:

Essential Skills	Work Habits
• Reading Text • Writing • Document Use • Computer Use • Oral Communication *Numeracy* • Money Math • Scheduling or Budgeting and Accounting • Measurement and Calculation • Data Analysis • Numerical Estimation *Thinking Skills* • Job Task Planning and Organizing • Decision Making • Problem Solving • Finding Information	• Working Safely • Teamwork • Reliability • Organization • Working Independently • Initiative • Self-Advocacy • Customer Service • Entrepreneurship

The Ontario Skills Passport provides clear descriptions of Essential Skills that are used in nearly all occupations and of work habits that are important for success in the workplace. The OSP provides a common language that helps students build competence and confidence and make connections between school and their prospective careers. The OSP also provides employers with a consistent method of assessing the student's demonstration of these skills and work habits in the workplace.

Sector representatives consulted on the development of the SHSMs emphasized the importance of the Essential Skills and work habits included in the OSP. Students pursuing an SHSM–Health and Wellness track their development of Essential Skills and work habits in their OSP Work Plan throughout their experiential learning activities (including cooperative education placements and "reach ahead" experiences). In consultation with the teacher, employers assess each student's demonstration of Essential Skills and work habits identified in the OSP and record their assessments in the student's OSP Work Plan.

See the *SHSM Implementation Guide* for more information about the OSP and how it can be used in connection with an SHSM program. The OSP website (http://skills.edu.gov.on.ca) also offers resources for the use of the OSP in SHSM programs.

D. Pathways for the SHSM–Health and Wellness

This section contains the following:

- ideas that schools and boards can use to promote awareness and exploration of the SHSM–Health and Wellness among students and to help students as they make the decision to specialize in this program
- a chart showing a pathways template for completing the SHSM–Health and Wellness
- charts containing sample bundles of credits for the SHSM–Health and Wellness, with a focus on health care, fitness, and child care and family services

Strategies for Promoting and Suggestions for Planning the SHSM–Health and Wellness

Grades 7 and 8: Awareness

The following are examples of strategies that boards and schools can use to build Grade 7 and 8 students' awareness of the SHSM program:

- organize field trips, competitions, and activities in the community that are specific to the SHSM
- host presentations or talks on careers with guest speakers and mentors from the sector
- hold a summer program sponsored by the sector before students enter secondary school
- organize experiences at a secondary school in the program related to this sector
- invite current SHSM–Health and Wellness students to share their experiences

Grades 9 and 10: Exploration

Students who are considering pursuing the SHSM–Health and Wellness can be encouraged to enrol in the following courses to become better informed about careers and postsecondary options related to the health and wellness sector:

- Integrated Technologies: A Grade 9 course recommended for all SHSM pathways that have a technological education focus. It provides students with opportunities to explore a variety of technologies, including those related to health and health care, by engaging in activities related to them.
- Career Studies (compulsory) and Discovering the Workplace: Some of the expectations in these Grade 10 courses provide opportunities for students to explore occupations and other postsecondary options in the sector and to participate in experiential learning activities.

- Health and Personal Services Technology: Recommended for any Grade 10 student who is considering entering an SHSM–Health and Wellness. It provides students with opportunities to explore health care topics and identify personal interests and aptitudes, and investigate the SHSM–Health and Wellness.

Grades 11 and 12: Specialization

Students acquire the sector-specific knowledge and skills required to earn their OSSD with an SHSM–Health and Wellness by completing its five required components. Students and their parents/guardians are encouraged to consult with guidance counsellors and teachers to select the courses that will enable them to pursue their goals.

Students pursuing an apprenticeship pathway should consider the Ontario Youth Apprenticeship Program (OYAP), which enables them to start an apprenticeship while earning their OSSD.

Pathways Template for SHSM–Health and Wellness

- Shaded boxes – required credits in the bundle for the SHSM–Health and Wellness
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests

Grade 9 *Exploration*	**Grade 10** *Exploration*	**Apprenticeship Training Pathway** *Specialization*		**College Pathway** *Specialization*		**University Pathway** *Specialization*		**Workplace Pathway** *Specialization*	
		Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English
(C) Mathematics	(C) Mathematics	(C) Mathematics	(R) Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	(R) Mathematics
(C) Science	(C) Science	Science	(R) Science	Science	(R) Science	Science	(R) Science	Science	(R) Science
(C) Geography of Canada	(C) Canadian History	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**
(C) Core French	(C) Career Studies/ Civics	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**	**Health and Wellness Major**
(C) Healthy Active Living Education	(C) The Arts	May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *recommended in Gr. 11**		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*	
(R) Integrated Technologies	Health and Personal Services Technology	Business Studies or an optional or a compulsory credit	(R) Cooperative Education or an optional or a compulsory credit	Business Studies or an optional or a compulsory credit	(R) Cooperative Education or an optional or a compulsory credit	(R) Science	(R) Mathematics or other credit related to area of focus	Business Studies or an optional or a compulsory credit	(R) Cooperative Education or an optional or a compulsory credit

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Sample Bundles of Credits for the SHSM–Health and Wellness: Health Care Focus

- Shaded boxes – required credits in the bundle for the SHSM–Health and Wellness
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation
- A list of **all** courses that are approved for inclusion in the bundle of credits for an SHSM–Health and Wellness is available on the Ministry of Education website, at www.edu.gov.on.ca.

Apprenticeship Training Pathway		**College Pathway**		**University Pathway**		**Workplace Pathway**	
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) **ENG4C** **English**	(C) ENG3C English	(C) **ENG4C** **English**	(C) ENG3U English	(C) **ENG4U** **English**	(C) ENG3E English	(C) **ENG4E** **English**
(C) **MEL3E** **Mathematics for Work and Everyday Life** *or* MBF3C Foundations for College Mathematics	(R) MEL4E Mathematics for Work and Everyday Life *or* MAP4C Foundations for College Mathematics	(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MCR3U Functions	MHF4U Advanced Functions	(C) MEL3E Mathematics for Work and Everyday Life	(R) MEL4E Mathematics for Work and Everyday Life
SNC3E Science *or* SBI3C Biology	(R) SCH4C Chemistry	SBI3C Biology	(R) SCH4C Chemistry	SCH3U Chemistry	(R) SPH4U Physics	SNC3E Science	(R) SNC4E Science
Health and Wellness Major TPA3C Health Care	**Health and Wellness Major** TPO4C Child Development and Gerontology	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** TPO4C Child Development and Gerontology	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** SCH4U Chemistry	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** TPT4C Medical Technologies
Health and Wellness Major HPW3C Living and Working With Children	**Health and Wellness Major** HPD4E Parenting and Human Development	**Health and Wellness Major** HSP3M Introduction to Anthropology, Psychology, and Sociology	**Health and Wellness Major** TPT4C Medical Technologies	**Health and Wellness Major** SBI3U Biology	**Health and Wellness Major** SBI4U Biology	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** HPD4E Parenting and Human Development
May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *recommended in Gr. 11**		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*	
(R) PPZ3O Health for Life	(R) SNC4E Science	PPZ3O Health for Life	(R) SPH4C Physics *or* HFA4M Food and Nutrition Sciences	(R) SPH3U Physics	(R) MDM4U Mathematics of Data Management *or* HHG4M Issues in Human Growth and Development	PPZ3O Health for Life	(R) GLN4O Navigating the Workplace

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Sample Bundles of Credits for the SHSM–Health and Wellness: Fitness Focus

- Shaded boxes – required credits in the bundle for the SHSM–Health and Wellness
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation
- A list of **all** courses that are approved for inclusion in the bundle of credits for an SHSM–Health and Wellness is available on the Ministry of Education website, at www.edu.gov.on.ca

Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) ENG4C English	(C) ENG3C English	(C) ENG4C English	(C) ENG3U English	(C) ENG4U English	(C) ENG3E English	(C) ENG4E English
(C) MEL3E Mathematics for Work and Everyday Life *or* MBF3C Foundations for College Mathematics	MEL4E Mathematics for Work and Everyday Life *or* MAP4C Foundations for College Mathematics	(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MCR3U Functions	MHF4U Advanced Functions	(C) MEL3E Mathematics for Work and Everyday Life	(R) MEL4E Mathematics for Work and Everyday Life
SNC3E Science	(R) SNC4E Science	SBI3C Biology	(R) SCH4C Chemistry	SCH3U Chemistry	(R) SCH4U Chemistry	SNC3E Science	(R) SNC4E Science
Health and Wellness Major PAF3O Personal and Fitness Activities	**Health and Wellness Major** PLF4C Recreation and Fitness Leadership	**Health and Wellness Major** PAF3O Personal and Fitness Activities	**Health and Wellness Major** PLF4C Recreation and Fitness Leadership	**Health and Wellness Major** PPZ3O Health for Life	**Health and Wellness Major** PSE4U Exercise Science	**Health and Wellness Major** PAF3O Personal and Fitness Activities	**Health and Wellness Major** PPL4O Healthy Active Living Education
Health and Wellness Major PPZ3O Health for Life *or* PPL3O Healthy Active Living Education	**Health and Wellness Major** PPL4O Healthy Active Living Education	**Health and Wellness Major** PPZ3O Health for Life *or* PPL3O Healthy Active Living Education	**Health and Wellness Major** PPL4O Healthy Active Living Education	**Health and Wellness Major** SBI3U Biology	**Health and Wellness Major** SBI4U Biology	**Health and Wellness Major** PPZ3O Health for Life *or* PPL3O Healthy Active Living Education	**Health and Wellness Major** PAF4O Personal and Fitness Activities
May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *recommended in Gr. 11**		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*	
BDP3O Entrepreneurship: The Enterprising Person	(R) Cooperative Education	BDP3O Entrepreneurship: The Enterprising Person	(R) HFA4M Food and Nutrition Sciences	(R) SPH3U Physics	(R) MDM4U Mathematics of Data Management *or* HHG4M Issues in Human Growth and Development	BDP3O Entrepreneurship: The Enterprising Person	(R) GLN4O Navigating the Workplace

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Sample Bundles of Credits for the SHSM–Health and Wellness: Child Care and Family Services Focus

- Shaded boxes – required credits in the bundle for the SHSM–Health and Wellness
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation
- A list of **all** courses that are approved for inclusion in the bundle of credits for an SHSM–Health and Wellness is available on the Ministry of Education website, at www.edu.gov.on.ca

Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) ENG4C English	(C) ENG3C English	(C) ENG4C English	(C) ENG3U English	(C) ENG4U English	(C) ENG3E English	(C) ENG4E English
(C) MEL3E Mathematics for Work and Everyday Life	(R) MEL4E Mathematics for Work and Everyday Life	(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MRC3U Functions	MDM4U Mathematics of Data Management	(C) MEL3E Mathematics for Work and Everyday Life	(R) MEL4E Mathematics for Work and Everyday
SBI3C Biology	(R) SCH4C Chemistry	SBI3C Biology	(R) SCH4C Chemistry	SPH3U Physics	(R) SPH4U Physics	SNC3E Science	(R) SNC4E Science
Health and Wellness Major HPW3C Living and Working With Children *or* TPA3C Health Care	**Health and Wellness Major** HPD4E Parenting and Human Development *or* TPO4C Child Development and Gerontology	**Health and Wellness Major** HPW3C Living and Working With Children *or* TPA3C Health Care	**Health and Wellness Major** HHS4M Individuals and Families in a Diverse Society *or* TPO4C Child Development and Gerontology	**Health and Wellness Major** SCH3U Chemistry *or* TPA3C Health Care	**Health and Wellness Major** SCH4U Chemistry	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** TPO4C Child Development and Gerontology
Health and Wellness Major TPA3C Health Care	**Health and Wellness Major** TPO4C Child Development and Gerontology	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** TPO4C Child Development and Gerontology	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** HHG4M Issues in Human Growth and Development *or* HHS4M Individuals and Families in a Diverse Society	**Health and Wellness Major** TPA3C Health Care	**Health and Wellness Major** HPD4E Parenting and Human Development
May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *recommended in Gr. 11**		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*	
HPC3O Parenting	(R) Cooperative Education	HPC3O Parenting	(R) HFA4M Food and Nutrition Sciences	(R) SBI4U Biology	(R) SBI4U Biology *or* HSB4M Challenge and Change in Society	HPC3O Parenting	(R) Cooperative Education

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

E. Occupations in the Health and Wellness Sector

The National Occupational Classification (NOC) is a system that describes and classifies all occupations in Canada using four-digit codes called National Occupation Codes (NOCs). This system and the codes are the authoritative source for occupational information in Canada. Entering one of these four-digit codes in the "Quick Search" box on the NOC website (http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml) provides occupational information related to that career.

For more information on occupations, go to the Ontario Skills Passport website (http://skills.edu.gov.on.ca), click on the "Occupations and Tasks" in the navigation bar, select "Sorted by NOC", and click on the "Sample Workplace Tasks" checkmark for one of the occupations to view a description of the occupation, an overview of the Essential Skills required in the occupation, a list of sample tasks for the occupation, and assessment tools and other career and employment information related to the occupation.

The following are examples of occupations in the health and wellness sector, along with their NOC codes, sorted according to the type of postsecondary education or training each occupation would normally require.

Note: Some of the names of occupations given below may differ slightly from the names in the NOC. The names listed here reflect common usage by institutions and organizations in this sector in Ontario.

Apprenticeship Training

- Child and Youth Worker 4212
- Early Childhood Educator 4214
- Educational Assistant 6472

College

- Ambulance Attendants and Other Paramedical Occupations 3234
- Biomedical Engineering Technologist 2241
- Dental Hygienist or Dental Assistant 3222
- Early Childhood Educator 4214
- Funeral Director or Embalmer 6272
- Health Care Aid 3413
- Medical Sonographer 3216
- Pharmacy Technician 3414
- Practical Nurse 3233
- Primary Care Paramedic 3234
- Registered Massage Therapist 3235
- Registered Orthopaedic Technologist 3414
- Registered Respiratory Therapist 3214
- Respiratory Therapist 3214

University

- Audiologist or Speech-Language Pathologist 3141
- Chiropractor 3122
- Dentist 3113
- Dietitian or Nutritionist 3132
- Kinesiologist 3235
- Medical Microbiologist 3111
- Midwife 3232
- Optometrist 3121
- Pharmacist 3131
- Podiatrist 3123
- Psychiatrist 3111
- Registered Nurse 3152
- Sports Therapist 4144

Workplace

- Blood Donor Clinic Assistant 3414
- Certified Personal Trainer 5254
- Doctor's Office Receptionist 1414
- Documentation Clerk 1441
- Fitness Instructor 5254
- Hospital Admitting Clerk 1414
- Hospital Cleaner 6661
- Hospital Equipment Sales Representative 6221
- Hospital Information Clerk 1434
- Hospital Porter 3413
- Lifeguard 5254
- Medical Secretary 1243
- Recreation Program Leader 5254

F. Postsecondary Programs and Training Related to Careers in the Health and Wellness Sector

The following are examples of programs and training related to careers in the health and wellness sector and the accreditations or types of accreditation each results in:

Apprenticeship Training

Aboriginal Early Childhood Education Worker	Certificate of Apprenticeship/ Certificate of Qualification
Child and Youth Worker	Certificate of Apprenticeship/ Certificate of Qualification
Early Childhood Educator	Certificate of Apprenticeship/ Certificate of Qualification

College

Activation Coordinator – Gerontology	Diploma
Advanced Care Paramedic	Diploma
Child and Youth Worker	Diploma
Cytogenetics Technician	Diploma
Denturist	Diploma
Developmental Service Worker	Diploma
Disaster Management	Diploma
Early Childhood Education	Diploma/Bachelor's degree
Fire and Police Foundations	Diploma
Fitness and Health Promotion	Diploma
Fitness and Lifestyle Management	Diploma
Funeral Services	Diploma
Health Information Management	Diploma
Hearing Investment Specialist	Diploma
Lab Technician/Technologist	Diploma
Massage Therapy	Diploma

Medical Transcriptionist	Diploma
Nursing	Bachelor's degree
Optical/Optometric	Diploma
Orthotics/Prosthetics	Diploma
Primary Care Paramedic	Diploma
Pharmacist Assistant	Diploma
Physiotherapist and Occupational Therapist Assistant	Diploma
Recreation and Leisure Services	Diploma
Registered Nutritional Therapist	Diploma
Sleep Technician	Diploma
Social Service Worker	Diploma
Sports Therapy/Sports Management	Diploma/Bachelor's degree
Ultrasound Technician	Diploma

University

Biomedical Toxicologist	Bachelor's degree
Child Studies	Bachelor's degree
Dentistry	Bachelor's degree
Kinesiology	Bachelor's degree
Midwifery	Bachelor's degree
Naturopathy	Bachelor's degree
Nurse/Nurse Practitioner	Bachelor's degree
Nutritionist/Dietitian	Bachelor's degree
Occupational and Public Health	Bachelor's degree
Occupational Therapist	Bachelor's degree
Physical Therapist	Bachelor's degree
Physician	Degree in medicine
Social Work	Bachelor's degree

Training for the Workplace

Clinical Assistant	Certificate
Dietary Aide	Certificate
Fitness/Personal Trainer	Certificate
Hospital Porter	Certificate
Recreational Aide	Certificate
Specimen Collection/Laboratory Aide	Certificate

G. Resources

Associations and Other Professional Groups

Alliance of Sector Councils	www.councils.org
Alzheimer Society of Canada	www.alzheimer.ca
Association of Social Workers	www.casw-acts.ca
Canadian Child Care Federation (CFCC)	www.cccf-fcsge.ca
Canadian Red Cross	www.redcross.ca
Canadian Standards Association	www.csa.ca
Child Care Human Resources Sector Council	www.ccsc-cssge.ca/
Children's Aid Society (CAS)	www.children.gov.on.ca
College of Nurses of Ontario	www.cno.org
Conference Board of Canada	www.conferenceboard.ca
Crisis Prevention Institute	www.crisisprevention.com
Health Professions Regulatory Advisory Council (HPRAC)	www.hprac.org
Heart and Stroke Foundation of Canada	www.hsf.ca
Life Saving Society	www.lifesaving.ca
Ontario Association of Adult and Continuing Education School of Business Administrators (CESBA)	www.cesba.com
Ontario Association of Children's Aid Societies	www.oacas.org
Ontario Community Support Association (OCSA)	www.ocsa.on.ca
Ontario Cooperative Education Association (OCEA)	www.ocea.on.ca
Ontario Council for Technology Education (OCTE)	www.octe.on.ca
Ontario Family Studies Home Economics Educators Association	www.ofsheea.org
Ontario Family Studies Leadership Council	www.ofslc.org
Ontario Long-Term Care Association	www.oltca.com/
Ontario Nurses' Association (ONA)	www.ona.org

Ontario Physical and Health Education Association (OPHEA)	www.ophea.net/
Ontario Safety Association for Community and Healthcare (OSACH)	www.osach.ca
Ontario School Counsellors' Association	www.osca.ca
Registered Practical Nurses Association of Ontario (RPNAO)	www.rpnao.org
Science Teachers' Association of Ontario (STAO)	www.stao.org
Settlement and Integration Services Organization	www.siso-ham.org/
Skills Canada	www.skillscanada.com
Skills Canada – Ontario	www.skillsontario.com

Careers

Apprenticeship Search (information on apprenticeships)	www.apprenticesearch.com
Canada Job Futures	www.jobfutures.ca
Career Cruising	www.careercruising.com
CBC Learning	www.cbclearning.ca
Employment Ontario	www.edu.gov.on.ca/eng/tec/etlanding.html
Job Bank	www.jobbank.gc.ca
Labour Market Information	www.labourmarketinformation.ca
Ontario Prospects	www.ontarioprospects.info
Ontario Skills Passport (OSP)	http://skills.edu.gov.on.ca
Ontario WorkInfoNet	www.onwin.ca/English
Statistics Canada	www.statcan.ca
Youth Opportunities Ontario	www.youthjobs.gov.on.ca

Education/Government

Applications of Working and Learning National Project	www.awal.ca/about.asp
Federal Resources for Educational Excellence	www.free.ed.gov
Health Canada	www.hc-sc.gc.ca
Independent Learning Centre	www.ilc.org
Industry Canada	www.ic.gc.ca/epic/site/ic1.nsf/en/home
Ministry of Children and Youth Services	www.children.gov.on.ca

Ministry of Community and Social Services (MCSS)	www.cfcs.gov.on.ca
Ministry of Education	www.edu.gov.on.ca
Ministry of Health and Long-Term Care	www.health.gov.on.ca
Ministry of Labour	www.labour.gov.on.ca
Ministry of Research and Innovation	www.mri.gov.on.ca
Ministry of Small Business and Entrepreneurship	www.sbe.gov.on.ca
Ministry of Training, Colleges and Universities (MTCU)	www.edu.gov.on.ca/eng/tcu
Ontario College Application Service	www.ontariocolleges.ca
Ontario Universities' Application Centre	www.ouac.on.ca
Passport to Prosperity	www.edu.gov.on.ca/passport
Public Health Agency of Canada	www.phac-aspc.gc.ca/new_e.html
Special Link	www.specialinkcanada.org
Towes: How Do Your Skills Measure Up? Skill Plan	http://measureup.towes.com

Safety, Training, and Certifications

Canada Safety Council (CSC)	www.safety-council.org/
Canadian Centre for Occupational Health and Safety (CCOHS)	www.ccohs.ca
Canadian Red Cross Society	www.redcross.ca
Centre for Addiction and Mental Health	www.camh.net
Health and Safety Publications	www.labour.gov.on.ca/English/hs/hs_pubs.html
Industrial Accident Prevention Association (IAPA)	www.iapa.ca
Lifesaving Society	www.lifesaving.ca
Live Safe! Work Smart!	www.livesafeworksmart.net
National Centre for Child Care Inclusion	www.specialinkcanada.org
Passport to Safety	www.passporttosafety.com
Prevention Dynamics	www.preventiondynamics.com
St. John Ambulance	www.sja.ca
Virtual WHMIS	www.virtualwhmis.com
Workplace Hazardous Materials Information System	www.WHMIS.net
Workplace Safety and Insurance Board	www.wsib.on.ca

H. Appendices

Appendix A: Contextualized Learning Activities (CLAs) for the Specialist High Skills Majors

For the "other required credits" in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

CLAs must take a minimum of 6 hours to complete. Boards may choose to develop one activity that takes 6 hours to complete or two or more activities that together take a minimum of 6 hours to complete.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

(continued)

Appendix A ***(continued)***

Contextualized Learning Activity (CLA) Template

Submit all material in Microsoft Word.

Contact Information

Board: _____

Development date: _____

Contact person: _____

Position: _____

Phone: ( )_____-_____ Fax: ( )_____-_____ E-mail: _____

Specialist High Skills Major	
Course code and course title	
Name of contextualized learning activity/activities	

Brief description of contextualized learning activity/activities	
Duration	*(A minimum of 6 hours to complete the CLA(s) is required.)*
Overall expectations	*(Identify the overall expectation(s) to be assessed and/or evaluated through the CLA(s). Include strand title(s).)*
Specific expectations	*(Identify the specific expectations related to the above overall expectation(s) that are addressed in the instructional and assessment strategies of the CLA(s). Include strand title(s) and suborganizer(s).)*
Essential Skills and work habits from the OSP	*(List the Essential Skills and work habits from the OSP that are addressed in the CLA(s).)*
Catholic graduate expectations (if applicable)	

Instructional/Assessment Strategies

Teacher's Notes *(Provide suggestions that will assist the teacher in delivering the CLA(s). For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the activity.)*

Context *(Describe the workplace context for the activity/activities.)*

Strategies *(In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.)*

Assessment and Evaluation of Student Achievement – Summary

(List all assessment and evaluation strategies and tasks, based on the strategies identified in the preceding section. Attach checklists, rubrics, correction keys, etc.)

Strategies/Tasks *(add rows as required)*	**Purpose** Assessment for learning (diagnostic, formative) *OR* Assessment of learning (summative; for evaluation)
1.	
2.	
3.	
4.	
5.	
6.	

Additional Notes/Comments/Explanations

(Provide additional suggestions for teachers that will help them deliver the CLA(s).)

Resources

(List all the resources needed to support the implementation of the CLA(s).)

Authentic Workplace Materials *(e.g., blueprints, workplace manuals, specification sheets, spreadsheets)*

Human Resources

Print

Video/DVD

Software

Websites

Other

Accommodations

(List instructional, environmental, and assessment accommodations.)

List of Attachments

(Attach all related materials, e.g., student worksheets, tests, rubrics.)

Appendix B: Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
Job shadowing			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	• involves the pairing of a student with a worker in a specific occupation • may be integrated with a credit course • may be part of a student's school–work transition program
Job twinning			
1/2 to 1 day	none	one-on-one observation of a cooperative education student at his or her placement	• involves the pairing of a student with a cooperative education student • may be integrated with a credit course • may be part of a student's school–work transition program
Work experience			
1–4 weeks	none	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	• involves a short-term, subject-related work placement • forms an integral part of a specific credit course • requires pre-placement orientation • requires a personalized placement learning plan
Virtual work experience			
the equivalent of 1–4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	• involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet • forms an integral part of a specific credit course • requires pre-placement orientation • requires a personalized placement learning plan
Cooperative education			
full term (year or semester)	1 credit per 110-hour cooperative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	• requires a personalized placement learning plan • involves the earning of credits • requires 15 hours of pre-placement instruction • is monitored by the cooperative education teacher • has a classroom and a workplace component • involves reflective learning • requires 7 hours of integration per co-op credit

Length	Credit Value	Description	Key Elements
School–work transition programs			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school- and work-based education and training involving a variety of learning opportunities	• is oriented towards students who will be entering the workforce directly after high school • involves the development of partnerships with employers • involves the enhancement of curriculum with input from employers • involves the earning of cooperative education credits
Ontario Youth Apprenticeship Program (OYAP)			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	• is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD • may involve the student's registration in an apprenticeship • requires documentation by the student and trainer regarding trade-specific competencies acquired • involves the earning of cooperative education credits

(From Ontario Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, pp. 7–8)

Appendix C: Minimum Age to Work in and Visit Ontario Workplaces[1]

<table>
<tr><th>Specialist High Skills Major[2]</th><th>Type of Workplace</th><th>Minimum Age to Work</th><th>Minimum Age to Visit / Conditions for Visiting[3]</th></tr>
<tr><td>• Arts and Culture
• Business
• Health and Wellness
• Hospitality and Tourism</td><td>Industrial establishments,[4] such as offices, stores, arenas, restaurant serving areas</td><td>14</td><td rowspan="3">The regulation governing industrial establishments (Reg. 851, R.R.O. 1990) made under the OHSA sets out minimum age restrictions for workers, covering workplaces such as offices, stores, arenas, restaurants, and factories. However, the regulation states that people younger than the specified minimum age to work may visit (but not work in) these establishments if:
• they are accompanied by a person who has attained the age of majority (i.e., 18 years of age);
• they are being guided on a tour of the industrial establishment (e.g., office, store, arena, or factory);
• they are in an area of the industrial establishment used for sales purposes; or
• they are in an area of the establishment to which the public generally has access.</td></tr>
<tr><td>• Business
• Hospitality and Tourism
• Manufacturing
• Transportation</td><td>Most factories,[5] including restaurants and any commercial kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses</td><td>15</td></tr>
<tr><td>• Forestry</td><td>Logging operations[6]</td><td>16</td></tr>
<tr><td>• Construction</td><td>Construction project[7]</td><td colspan="2">16
Under the regulation governing construction projects (O. Reg. 213/91) made under the OHSA, 16 is the minimum age to work on or to visit any construction project. A person under the age of 16 may visit a construction site only when work is not being performed there. (Note that the definitions of construction and construction project include a wide variety of types of work and workplaces. It is important to review the definitions carefully. See note 7, below.)</td></tr>
</table>

All notes appear on pages 37–39.

Specialist High Skills Major[2]	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting[3]
• Mining	Surface mines,[8] mining plants[9] Underground mine Working face of a surface mine	16 18 18	The regulation governing mines and mining plants (Reg. 854, R.R.O. 1990) made under the OHSA allows for tours or visits to mines and mining plants by persons who are younger than the specified minimum age to work if they are accompanied by and under the direction of a guide.
• Agriculture • Arts and Culture • Environment • Health and Wellness • Horticulture and Landscaping	Certain workplaces (or parts thereof) may be covered, with respect to age restrictions, by regulations governing other sectors. For example, see the industrial establishments regulation (Reg. 851, R.R.O. 1990).		
• Construction • Manufacturing	Window cleaning	18	*Not applicable.* (The regulation governing window cleaning is Reg. 859, R.R.O. 1990.)

Notes to Appendix C

1. As specified in regulations made under the Occupational Health and Safety Act (OHSA). Other statutes and regulations made under those statutes also set minimum ages for various occupations.

   In addition, some workplaces have established their own, *more stringent* minimum ages for employment. For instance, some retail establishments and restaurant chains will not hire anyone under the age of 16, even though the legislated minimum age limit is lower. Similarly, some industrial establishments, and other workplaces that require the use of heavy equipment or machinery, will not hire anyone under the age of 18, even though the legislated minimum age limit might be lower. Such in-house minimum age requirements may be acceptable, as long as the limits do not conflict with the Ontario Human Rights Code or other applicable law.

2. Column 1 identifies the Specialist High Skills Majors with which the workplace categories in column 2 may be associated. Note, however, that some specialist programs may involve workplaces identified in more than one category (e.g., a business program may involve offices, factories, and construction sites). When using this chart to verify compliance

(continued)

with minimum age to work and visit requirements, always refer to the particular type of workplaces involved in the program (column 2), not to the sector to which the program relates (column 1).

3. Under certain conditions, as identified in this table, persons younger than the minimum age to work may visit, *but not work in*, certain workplaces.

4. According to the OHSA, ***industrial establishment*** means an office building, factory, arena, shop or office, and any land, buildings and structures appertaining thereto.

5. According to the OHSA, ***factory*** means

   a) a building or place other than a mine, mining plant or place where homework is carried on, where,

      i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,

      ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,

         (A) used to work with any machinery or device, or

         (B) modified in any manner,

      iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,

      iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or

      v) aircraft, locomotives, or vehicles used for private or public transport are maintained,

   b) a laundry including a laundry operated in conjunction with,

      i) a public or private hospital,

      ii) a hotel, or

      iii) a public or private institution for religious, charitable or educational purposes, and

   c) a logging operation.

6. According to the OHSA, ***logging*** means the operation of felling or trimming trees for commercial or industrial purposes or for the clearing of land, and includes the measuring, storing, transporting or floating of logs, the maintenance of haul roads, scarification, the carrying out of planned burns and the practice of silviculture.

7. According to the OHSA, ***construction*** includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

Project means a construction project, whether public or private, including,

a) the construction of a building, bridge, structure, industrial establishment, mining plant, shaft, tunnel, caisson, trench, excavation, highway, railway, street, runway, parking lot, cofferdam, conduit, sewer, water main, service connection, telegraph, telephone or electrical cable, pipe line, duct or well, or any combination thereof,

b) the moving of a building or structure, and

c) any work or undertaking, or any lands or appurtenances used in connection with construction.

8. According to the OHSA, ***mine*** means any work or undertaking for the purpose of opening up, proving, removing or extracting any metallic or non-metallic mineral or mineral-bearing substance, rock, earth, clay, sand or gravel.

9. According to the OHSA, ***mining plant*** means any roasting or smelting furnace, concentrator, mill or place used for or in connection with washing, crushing, grinding, sifting, reducing, leaching, roasting, smelting, refining, treating or research on any substance mentioned in the definition of "mine" (see note 8, above).

Program Profiles

Program Profile: Conseil scolaire de district catholique des Aurores boréales

Name of Initiative	**Health and the Outdoors**
Brief description	Students in this program learn about and follow a balanced nutrition program and have outdoor experiences that improve their physical and mental health. In addition, they have experiences in health sector workplaces and gain familiarity with the leading-edge technology used in these workplaces. Students may take Collège Boréal courses on-line.
Number of students	6
Board	**Conseil scolaire de district catholique des Aurores boréales** 175, rue High Nord Thunder Bay ON P7A 8C7
Board contact	Name: Thérèse Dechêne Title: Directrice, Services pédagogiques Phone: 807-343-4073 Fax: 807-344-3734 E-mail: tdechene@csdcab.on.ca
School	**Ecole secondaire catholique de La Vérendrye** 175, rue High Nord Thunder Bay ON P7A 8C7
School contact	Name: Manon Després Title: Conseillère en orientation Phone: 807-344-8866 Fax: 807-345-2662 E-mail: mdespres@csdcab.on.ca
Partners: **Business/Community**	- Accueil francophone de Thunder Bay - Comité de formation du Nord Supérieur - Réseau francophone de santé du nord - Services de santé en français
College	Collège Boréal
University	Lakehead University

Program Profile: Bruce-Grey Catholic District School Board

Name of Initiative	**Personal Well-Being**
Brief description	This program focuses on mental and physical health, nutrition, and illness prevention. Students explore a variety of topics, including the well-being of children and the elderly, and engage in learning activities such as creating training plans for clients at gyms or other facilities. Students spend time in local institutions, including long-term care facilities, where they put their theoretical knowledge into practice.
Number of students	22
Board	**Bruce-Grey Catholic District School Board** 799 16th Ave Hanover ON N4N 3A1
Board contact	Name: Catherine Montreuil Title: Superintendent of Education Phone: 519-364-5820 Fax: 519-364-5882 E-mail: Catherine_Montreuil @bgcdsb.org
School 1	**St. Mary's High School** 555 15th St East Owen Sound ON N4N 3A1
School contact	Name: Murray Kuntz Title: Principal Phone: 519-376-4278 Fax: 519-376-0793 E-mail: Murray_Kuntz@bgcdsb.org
School 2	**Sacred Heart High School** 450 Robinson St Walkerton ON N0G 2V0
School contact	Name: Jerry Casey Title: Principal Phone: 519-881-1900 Fax: 519-881-4819 E-mail: Jerry_Casey@bgcdsb.org

Partners:

Business/Community	- Bruce-Grey Huron Perth Georgian Triangle Training Board - Owen Sound Family YMCA - Saugeen Economic Development Corporation - Sportsmakers Fitness and Training Centre
College	Georgian College

Program Profile: Conseil des écoles catholiques de langue française du Centre-Est

Name of Initiative	**Action Santé**
Brief description	Students in this program acquire knowledge and develop skills related to physical activity, nutrition, psychology, sociology, and human development. They also have work experiences in health and wellness sector workplaces. The program offers workplace, apprenticeship training, college, and university pathways.
Number of students	15
Board	**Conseil des écoles catholiques de langue française du Centre-Est** 4000, rue Labelle Ottawa ON K1J 1A1
Board contact	Name: Bernard Roy Title: Surintendant de l'éducation et leader PARÉ (Programme axé sur la réussite des élèves) Phone: 613-746-3675 Fax: 613-746-3618 E-mail: royb@ceclf.edu.on.ca
School	**École secondaire catholique Franco-Cité** 623, chemin Smyth Orléans ON K1G 1N7
School contacts	Name: Roxanne Lamothe Title: Directrice Phone: 613-521-4999 Fax: 613-521-8499 E-mail: lamotr@ceclf.edu.on.ca Name: Serge Boisvert Title: Enseignant Phone: 613-521-4999 Fax: 613-521-8499 E-mail: boisvse@ceclf.edu.on.ca
Partners:	
Business/Community	• City of Ottawa • New Body Dimension • Ottawa Athletic Club • Peak Performance • RA Centre • VSP Sports

College	La Cité collégiale
Universities	• Campus d'Alfred – Université de Guelph • Université d'Ottawa

Program Profile: Conseil des écoles catholiques de langue française du Centre-Est

Name of Initiative	**Health and Medical Technologies in Kingston**
Brief description	Students acquire knowledge and develop skills related to work in the field of health. They also gain experience, working in a large hospital alongside health care professionals.
Number of students	10
Board	**Conseil des écoles catholiques de langue française du Centre-Est** 4000, rue Labelle Ottawa ON K1J 1A1
Board contact	Name: Bernard Roy Title: Surintendant de l'éducation et leader PARÉ (Programme axé sur la réussite des élèves) Phone: 613-746-3675 Fax: 613-746-3618 E-mail: royb@ceclf.edu.on.ca
School	**École secondaire catholique Franco-Cité** 623, chemin Smyth Orléans ON K1G 1N7
School contacts	Name: Marie-Noël St-Cyr Title: Directrice Phone: 613-546-5270 Fax: 613-548-0663 E-mail: stcyrm@ceclf.edu.on.ca Name: Norbert Lepage Title: Enseignant Phone: 613-546-5270 Fax: 613-548-0663 E-mail: lepagno@ceclf.edu.on.ca
Partners: **Business/Community**	• Hotel Dieu Hospital • Kingston General Hospital
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil des écoles catholiques de langue française du Centre-Est

Name of Initiative	**Health Sciences**
Brief description	Science courses and real-life experiences in the workplace are the main components of this initiative. Students study common health care practices and explore job opportunities in the health and wellness sector. They may earn dual credits by completing courses at La Cité collégiale.
Number of students	30
Board	**Conseil des écoles catholiques de langue française du Centre-Est** 4000, rue Labelle Ottawa ON K1J 1A1
Board contact	Name: Bernard Roy Title: Surintendant de l'éducation et leader PARÉ (Programme axé sur la réussite des élèves) Phone: 613-746-3675 Fax: 613-746-3618 E-mail: royb@ceclf.edu.on.ca
School 1	**Collège catholique Samuel-Genest** 704, chemin Carson Ottawa ON K1K 2H3
School contacts	Name: René Chiasson Title: Directeur Phone: 613-744-8344 Fax: 613-744-2727 E-mail: chiasr@ceclf.edu.on.ca Name: Marc Bertrand Title: Enseignant Phone: 613-744-8344 Fax: 613-744-2727 E-mail: bertrma@ceclf.edu.on.ca

School 2	**École secondaire catholique Béatrice-Desloges** 1999, avenue Provence Orléans ON K4A 3Y6
School contacts	Name: Julie Matte Title: Directrice Phone: 613-820-3391 Fax: 613-830-5457 Email: matte@ceclf.edu.on.ca Name: Paul Denis Title: Enseignant en affectation spéciale Phone: 613-820-3391 Fax: 613-830-5457 E-mail: denisp@ceclf.edu.on.ca
Partners:	
Business/Community	· Children's Hospital of Eastern Ontario · Montfort Hospital · Ottawa General Hospital · Regroupement des intervenants et intervenantes francophones en santé et en services sociaux de l'Ontario (RIFSSSO)
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Dufferin-Peel Catholic District School Board

Name of Initiative	**Healthcare and Childcare**
Brief description	The program at St. Marguerite d'Youville Secondary School lets students specialize in health care, child care, or social services. Students organize community health education and awareness activities, health care clinics, and child care and community service events, developing effective teamwork and communication skills in the process. They receive training in a variety of health care environments (e.g., hospitals, nursing homes, and medical clinics), and in child care centres and community services facilities. Students in the program at St. Francis Xavier Secondary School learn about health care, clinical and laboratory practices, science, and child and elder care, and practise the skills they learn in a simulated clinical setting. They also participate in school and community health promotion activities (e.g., blood pressure clinics). Cooperative placements enable them to both observe others at work and use the skills they have developed in the classroom in real-life situations. Placements are in nursing or retirement homes, hospitals, laboratories, dental clinics, day care centres, pharmacies, and physiotherapy and occupational therapy centres.
Number of students	80
Board	**Dufferin-Peel Catholic District School Board** 40 Matheson Blvd West Mississauga ON L5R 1C5
Board contact	Name: Dave Coules Title: Principal, Secondary Program/Student Success Leader Phone: 905-890-0708 Fax: 905-890-6076 E-mail: david.coules@dpcdsb.org
School 1	**St. Francis Xavier Secondary School** 50 Bristol Rd Mississauga ON L5R 3K3
School contact	Name: Neville Mant Title: Principal Phone: 905-507-6666 Fax: 905-568-1026 E-mail: Neville.mant@dpcdsb.org

School 2	**St. Marguerite d'Youville Secondary School** 10815 Dixie Rd Brampton ON L6R 2W5
School contact	Name: Tim Yawney Title: Principal Phone: 905-789-5560 Fax: 905-789-1143 E-mail: Tim.yawney@dpcdsb.org
Partners:	
Business/Community	· Credit Valley Hospital · Family Day Care Centres · Region of Peel – Children and Community Services · Sandalwood Dental Clinic · St. John Fischer Early Years Partnership · Trillium Health Centres · Village of Sandalwood Park
Colleges	· George Brown College · Humber College · Sheridan College
University	University of Guelph

Program Profile: Durham District School Board

Name of Initiative	**Health Education Alternative Learning (HEAL)**
Brief description	HEAL prepares students for a career in health care by offering sector-specific theory, hands-on skills training, and health-care-related certifications that are mandatory in the workplace. Students practise skills in a lab, using medical equipment and electronic mannequins, and work towards competence through experiential learning opportunities in health care facilities. Theoretical instruction and practical experiences are arranged through partnerships with Durham College, the University of Ontario Institute of Technology, and community organizations.
Number of students	30
Board	**Durham District School Board** 400 Taunton Rd East Whitby ON L1R 2K6
Board contact	Name: John Beatty Title: Education Officer, Grades 7–12, Student Success Leader Phone: 905-666-6971 Fax: 905-666-6370 E-mail: beatty_john@durham.edu.on.ca
School	**Dr. F.J. Donevan Collegiate Institute** 250 Harmony Rd South Oshawa ON L1H 6T9
School contact	Name: Al Monks Title: Principal Phone: 905-728-7315 Fax: 905-728-3666 E-mail: monks_al@durham.edu.on.ca
Partners: **Business/Community**	• Hillsdale Estates • Lakeridge Health Oshawa • Oshawa/Courtice Health
College	Durham College
University	University of Ontario Institute of Technology

Program Profile: Conseil des écoles publiques de l'Est de l'Ontario

Name of Initiative	**Integrated Health and Wellness Pathway Program**
Brief description	This program is meant to help students make informed decisions about, and ease their access to, careers in health and wellness by offering them theoretical and practical training in this field. Program participants acquire knowledge in subject areas that include anatomy, physiology, technological innovation, standards, methods, techniques, and legislation.
Number of students	50
Board	**Conseil des écoles publiques de l'Est de l'Ontario** 2445, boulevard St-Laurent Ottawa ON K1G 6C3
Board contact	Name: Suzanne Moncion Title: Surintendante de l'éducation Phone: 613-742-8960 ext. 2256 Fax: 613-842-8740 E-mail: suzanne.moncion@cepeo.on.ca
School	**École secondaire publique Gisèle-Lalonde** 500, boulevard Millennium Orléans ON K4A 4X3
School contact	Name: Alain Quirion Title: Enseignant Phone: 613-830-0018 Fax: 613-830-3030 E-mail: alain.quirion@cepeo.on.ca
Partners: **Business/Community**	Montfort Hospital
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil scolaire catholique de district des Grandes Rivières

Name of Initiative	**Health and Wellness**
Brief description	This SHSM, which is taught in partnership with Collège Boréal and community health and fitness centres, promotes a healthy, active lifestyle. It gives students opportunities to explore careers in health that focus on preventing and/or treating illness.
Number of students	15–20
Board	**Conseil scolaire catholique de district des Grandes Rivières** 896, promenade Riverside Timmins ON P4N 3W2
Board contact	Name: Madeleine Beaulac Title: Superviseure, Apprentissage jusqu'à l'âge de 18 ans (APJ18) Phone: 705-647-5618 Fax: 705-647-4234 E-mail: beaulacm@cscdgr.on.ca
School 1	**École secondaire catholique Thériault** 341, boulevard Thériault Timmins ON P4N 7K3
School contact	Name: Mark Giroux Title: Directeur Phone: 705-267-1491 Fax: 705-267-2721 E-mail: girouxm@cscdgr.on.ca
School 2	**École secondaire catholique Hearst** 30, 10e rue CP 13000 Hearst ON P0L 1N0
School contact	Name: Agathe Coté Title: Directrice Phone: 705-362-4283 Fax: 705-362-5005 E-mail: cotéa@cscdgr.on.ca

School 3	**École secondaire catholique Cité des jeunes** 10, boulevard Cité des jeunes Kapuskasing ON P5N 2K2
School contact	Name: Joey Tremblay Title: Directeur Phone: 705-335-6057 Fax: 705-336-6063 E-mail: tremblayj@cscdgr.on.ca
School 4	**École secondaire catholique Sainte-Marie** 340, rue Hassle New Liskeard ON P0J 1P0
School contact	Name: Annik Boucher Title: Directrice Phone: 705-647-7376 Fax: 705-647-9727 E-mail: bouchera@cscdgr.on.ca
Partners:	
Business/Community	• community fitness centres • community health centres
Colleges	Collège Boréal
University	Université de Hearst

Program Profile: Halton Catholic District School Board / Halton District School Board

Name of Initiative	**Health Care Science and Medical Technology Program**
Brief description	This program focuses on fundamental aspects of health care and the human body, including anatomy, pathology, physiology, and immunology. Students learn and practise skills required for the delivery of health care, such as client assessment and management. They also receive instruction in and practise effective communication techniques.
Number of students	20
Board 1	**Halton Catholic District School Board** 802 Drury Lane Burlington ON L7R 2Y2
Board contacts	Name: Robert De Rubeis Title: Curriculum Consultant – Technological Studies Phone: 905-632-6314 Fax: 905-632-5417 E-mail: derubeisr@hcdsb.org Name: Kathy Lowicki Title: Coordinating Principal – Student Success Phone: 905-632-6300 Fax: 905-333-4661 E-mail: lowickik@hcdsb.org
Board 2	**Halton District School Board** 2050 Guelph Line Burlington ON L7R 3Z2
Board contact	Name: David Lewis Title: Pathways, Co-op, and Guidance Coordinator Phone: 905-335-3663 ext. 2225 Fax: 905-332-1891 E-mail: lewisd@hdsb.ca
School	**St. Thomas Aquinas Secondary School** 124 Dorval Dr Oakville ON L6K 2W1
School contact	Name: Lilla Richardson Title: Teacher Phone: 905-842-9494 Fax: 905-842-9499 E-mail: richardsonl@hcdsb.org

Partners:

Business/Community

- Burloak Long Term Care Centre
- Post Inn Village
- The WaterFord
- Village of Tansley Woods

Program Profile: Hamilton-Wentworth Catholic District School Board

Name of Initiative	**Health and Wellness – Fostering Hope With Skills**
Brief description	Students in this program specialize in health and wellness, fitness, or child and family services. Those specializing in health and wellness develop and refine their skills through work experiences developed in consultation with St. Joseph's Health Care and Hamilton Health Sciences. In the child and family services specialty, the students' classroom is an inner-city elementary school in Hamilton. In their experiential learning activities, these students learn about and practise responding to the needs of the community.
Number of students	100
Board	**Hamilton-Wentworth Catholic District School Board** Nicholas Mancini Centre 44 Hunt St Hamilton ON L8R 3R1
Board contact	Name: Colleen McPhee Title: Student Achievement and Program Pathways Special Assignment Teacher Phone: 905-525-2930 ext. 2812 Fax: 905-523-0247 E-mail: mcpheec@hwcdsb.ca
School 1	**St. Mary Catholic Secondary School** 200 Whitney Ave Hamilton ON L8S 2G7
School contact	Name: Mary Cipolla Title: Principal Phone: 905-528-0214 Fax: 905-528-7418 E-mail: cipollam@hwcdsb.ca
School 2	**Cardinal Newman Catholic Secondary School** 127 Gray Rd Stoney Creek ON L8G 3V3
School contact	Name: Sara Cannon Title: Principal Phone: 905-664-3383 Fax: 905-664-7972 E-mail: cannons@hwcdsb.ca

School 3	**St. Jean de Brébeuf Catholic Secondary School** 200 Acadia Dr Hamilton ON L8W 1B8
School contact	Name: Margherita Lawlor Title: Principal Phone: 905-388-7020 Fax: 905-388-7977 E-mail: lawlorm@hwcdsb.ca
School 4	**Cathedral High School** 30 Wentworth St North Hamilton ON L8L 8H5
School contact	Name: Ivana Fortino Title: Principal Phone: 905-522-3581 Fax: 905-522-7011 E-mail: fortinoi@hwcdsb.ca
Partners:	
Business/Community	• Atrium Long Term Care • Canadian Institute of Dental Hygiene • Clarion Nursing Home • College of Business, Technology and Health Care • Grace Villa Nursing Home • Hamilton Health Sciences • St. Joseph's Health Care • St. Joseph's Villa
College	Mohawk College
University	McMaster University

Program Profile: Hamilton-Wentworth District School Board

Name of Initiative	**Caring for Our Future**
Brief description	The program, which focuses on health care, child care, and family services, includes instruction and practice in customer service, teamwork, and clinical and communication skills. Students can choose from a wide range of cooperative education opportunities, including a workplace experience at Hamilton Health Sciences that features a hospital-based classroom and skills lab. The program, open to all students in the board, is offered at four secondary schools. As part of the OYAP program, students can take advantage of an articulation agreement with Mohawk College to earn a Personal Support Worker certificate, or they can pursue an Early Childhood Educator diploma or a Child and Youth Worker advanced diploma, both of which are based on agreements with Mohawk.
Number of students	40
Board	**Hamilton-Wentworth District School Board** 100 Main St West Hamilton ON L8P 1H6
Board contacts	Name: Gail Cipriani Title: Special Assignment Teacher – SHSM Implementation Phone: 905-527-5092 ext. 2385 Fax: 905-521-2516 E-mail: Gail.Cipriani@hwdsb.on.ca Name: Angela Ferguson Title: Principal, Student Success Phone: 905-527-5092 ext. 2253 Fax: 905-527-2531 E-mail: Angela.Ferguson@hwdsb.on.ca
School 1	**Delta Secondary School** 1284 Main St East Hamilton ON L8K 1B2
School contact	Name: Michelle Visca Title: Principal Phone: 905-549-3031 Fax: 905-312-0414 E-mail: Michelle.Visca@hwdsb.on.ca

School 2	**Sherwood Secondary School** 25 High St Hamilton ON L8T 3Z4
School contact	Name: Randy Gallant Title: Principal Phone: 905-383-3377 Fax: 905-318-6561 E-mail: Randy.Gallant@hwdsb.on.ca
School 3	**Sir Allan MacNab Secondary School** 145 Magnolia Dr Hamilton ON L9C 5P4
School contact	Name: Ted Kocznur Title: Principal Phone: 905-383-3337 Fax: 905-574-6010 E-mail: Ted.Kocznur@hwdsb.on.ca
School 4	**Sir Winston Churchill Secondary School** 1715 Main St East Hamilton ON L8H 1E3
School contact	Name: Peter Joshua Title: Principal Phone: 905-547-6415 Fax: 905-549-6466 E-mail: Peter.Joshua@hwdsb.on.ca
Partners:	
Business/Community	• Hamilton East Kiwanis Boys and Girls Club • Hamilton Health Sciences • Ontario Early Years Centre • St. Joseph's Healthcare Hamilton • TELUS Sourcing Solutions • Umbrella Family and Child Care Centres of Hamilton
College	Mohawk College

Program Profile: Conseil scolaire de district catholique du Nouvel-Ontario

Name of Initiative	**Health Sciences Specialization**
Brief description	This program is aimed at helping to meet the demand for French-speaking health practitioners in this area of the province and helping students interested in careers in health and wellness to make enlightened decisions with regard to their postsecondary destinations. Students acquire health-sector-related knowledge and skills and practise these skills at facilities such as Sudbury Regional Hospital, Manoir des Pionniers, and Science North. In addition, students have "reach ahead" experiences at Collège Boréal and Laurentian University (e.g., participating in the Careers in Health program, taking a dual credit course at Collège Boreal).
Number of students	38
Board	**Conseil scolaire de district catholique du Nouvel-Ontario** 201, rue Jogues Sudbury ON P3C 5L7
Board contact	Name: Ginette Poulin-Vaillancourt Title: Coordonnatrice, Service de soutien à l'apprentissage – 7e à la 12e année Phone: 705-673-5626 ext. 363 Fax: 705-670-9922 E-mail: ginette.poulinvaillancourt@nouvelon.ca
School	**École secondaire du Sacré-Cœur** 261, avenue Notre Dame Sudbury ON P3C 5K4
School contact	Name: Hélène Ethier Title: Directrice Phone: 705-566-5511 Fax: 705-566-5688 E-mail: helene.ethier@nouvelon.ca

Partners:	
Business/Community	• Consortium national de formation en santé • Corporation d'éducation médicale du nord-est de l'Ontario • Ecole de médecine du Nord • Manoir des Pionniers • Public Health Department, Sudbury and environs • Regroupement des intervenants francophones en santé et en services sociaux de l'Ontario • Science North • Sudbury and Manitoulin Workforce • Sudbury Regional Hospital
Colleges	• Cambrian College • Collège Boréal
University	Université Laurentienne

Program Profile: Peterborough Victoria Northumberland and Clarington Catholic District School Board

Name of Initiative	**St. Thomas Aquinas Training (STAT) for Health Care**
Brief description	The program focuses on the knowledge and skills required by those health care professionals who assist clients with personal care, mobility, treatments, and life skills. Areas of study are infection control, medical terminology, anatomy, physiology, pathology, communication, and interpersonal/teamwork skills. Students practise techniques for preventing the transmission of harmful microorganisms, create client care plans, learn about common medical conditions and their treatment, practise measuring vital signs, and develop effective communication skills. They apply their skills by assisting clients with activities related to daily living and to treatment at a variety of health care facilities.
Number of students	15–20
Board	**Peterborough Victoria Northumberland and Clarington Catholic District School Board** 1355 Lansdowne St West Peterborough ON K9J 7M3
Board contact	Name: Greg Reeves Title: Superintendent of Schools – Student Success Lead Phone: 705-748-4861 ext. 230 Fax: 705-748-5187 E-mail: greeves@pvnccdsb.on.ca
School	**St. Thomas Aquinas Catholic Secondary School** 260 Angeline St South Lindsay ON K9V 4R2
School contact	Name: Marie Rayner Title: Co-ordinator/Teacher Phone: 705-878-4117 Fax: 705-878-4059 E-mail: mrayner@pvnccdsb.on.ca
Partners: **Business/Community**	Caressant Care Retirement Home
College	Fleming College
University	Trent University

Program Profile: Sudbury Catholic District School Board

Name of Initiative	**Health and Wellness: A Holistic Approach**
Brief description	Students explore and prepare for careers in health care and wellness through sector-specific certification programs delivered in collaboration with community partners. Experiential learning activities include opportunities assisting Science North staff in promoting the health benefits of fitness at events at the science centre. Students may earn a dual credit by completing a course at Cambrian College.
Number of students	12
Board	**Sudbury Catholic District School Board**
Board contact	Name: Michel Grandmont Title: Secondary Curriculum Coordinator Phone: 705-673-5620 Fax: 705-673-8899 E-mail: grandmm@scdsb.edu.on.ca
School	**St. Charles College** 1940 Hawthorne Dr Sudbury ON P3A 1M8
School contact	Name: Patty Mardero Title: Principal Phone: 705-566-9605 Fax: 705-566-9603 E-mail: marderp@scdsb.edu.on.ca
Partners:	
Business/Community	• Falconbridge Extendicare • Northeastern Ontario Regional Cancer Centre • Northern Ontario School of Medicine • Science North • Villa St. Joseph • York Extendicare
College	Cambrian College

Program Profile: York Region District School Board

Name of Initiative	**Health and Wellness York**
Brief description	This program prepares students in all four postsecondary pathways for a variety of careers in health care. Cooperative placements are available at regional hospitals and at community health and child care facilities. An OYAP Early Childhood Educator apprenticeship is available through a partnership with Seneca College. While the program at Huron Heights Secondary School serves students in the workplace pathway who want to earn a Personal Support Worker certificate, the Sir William Mulock Secondary School program, with its health care, medical technologies, child development, and gerontology focuses, caters to those interested in a variety of health and wellness careers.
Number of students	40
Board	**York Region District School Board** The Education Centre 60 Wellington St West Box 40 Aurora ON L4G 3H2
Board contact	Name: Jane Cutler Title: Curriculum Administrator, Student Success Phone: 905-727-0022 ext. 3435 Fax: 905-727-6282 E-mail: jane.cutler@yrdsb.edu.on.ca
School 1	**Sir William Mulock Secondary School** 705 Columbus Way Newmarket ON L3X 2M7
School contact	Name: Joseph Ravesi Title: Principal Phone: 905-967-1045 Fax: 905-967-1054 E-mail: joseph.ravesi@yrdsb.edu.on.ca

School 2	**Huron Heights Secondary School** 40 Huron Heights Dr Newmarket ON L3Y 2J9
School contact	Name: Allan Hoyle Title: Principal Phone: 905-895-2384 Fax: 905-895-8912 E-mail: allan.hoyle@yrdsb.edu.on.ca
Partners:	
Business/Community	- Mackenzie Place - Markham Stouffville Hospital - Newmarket Health Centre - Southlake Regional Hospital - Southlake Village - York Central Hospital
College	Seneca College